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ABSTRACT

This annotated bibliography provides the educator with pertinent and practical information on the use of student journals in undergraduate courses. The bibliography presents the themes and key points for each of 16 articles (published between 1975 and 1988) located in professional journals and dealing with subjects ranging from teacher application to student improvement in reading, writing, and thinking skills. (KEH)

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Academic Journals

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Journals

Carswell, R.J.B. Journals in a Graduate Curriculum Course. **English Quarterly, 1988, Vol.21, No.2, 104-113.**

Theme The journal is an excellent communication device. It helps the instructor stay in touch with student problems, anxieties, celebrations,frustrations, and joys.

Key Points A journal, according to Moffett (1968), is "more impersonal and public than a diary, which is written more about oneself and to oneself". Some students find that journal writing is a positive experience. Those who find the experience useful tend to focus on the relationship of the journal to the course. Expressive writing provides students with an opportunity to explore their feelings and attitudes. Problems associated with the use of journals: some students, are overly concerned with privacy and audience; Making the time to write in a journal can create problems for both students and instructors.

Cloud, Geraldine. The Student Journal: Improving Basic Skills. **The Clearing House, Jan. 1981, Vol. 54, No.5, 248-250.**

Theme The secret to the journal's success lies in the manner in which it is introduced and related to class goals. Besides providing need-fulfillment for both extroverts and those less inclined to talk, the journal is a refiner for synthesizing formal learning with every-day personal experiences.

Key Points Journal entries should be limited in scope to a single subject. The instructor should provide a handout which

Key Points explains the difference between the journal and the diary and list various intended uses to reduce student anxieties before the first entry is made.

Cropp, F.W. Student Journals in Physical Geology. Journal of Geological Education, May 1980, Vol. 28, No.3, 132-134.

Key Points Journals are useful for helping students to record their daily observations, impressions and questions about the earth.

Daly, Elizabeth, A. Using Student Journals to Individualize Instruction. Paper presented at Annual Conference of the International Congress for Individualized Instruction. Eric Ed 151014, November 6-8, 1977, 1-9.

Theme A student journal is an effective means of individualizing instruction for students involved in practicum learning experiences. Certain precise objectives, procedures, guidelines for the actual observation and recording in the journal should be developed with the student prior to the initiation of the practicum.

Key Points To maximize the amount of learning by the student, journal entries should include both the clinical observations and the analytical reactions of the student. The instructor should provide guidance and prompt feedback to journal entries. Journals facilitate the individualization of instruction as the focal point of the preacticum may be different for each student or each experience may be unique. Provisions for the reactions of the students further personalize the learning experience. Through the medium of journals, learning objectives in the cognitive, affective, and psychomotor domains may be met as students write creatively, think independently, and examine their beliefs and values. A great deal of effort

is demanded from the student and instructor, but the quantity and quality of the learning tends to indicate that journals generate a high return for the investment.

Feathers, Karen M., White, Jane H. Learning to Learn:Case studies of the Process. Reading Research and Instruction, Summer 1987, Vol. 26, No.4, 264-274.

Theme An analysis of journal entries suggests that students in a developmental reading class moved through stages-task, application, and process. Some students were able to immediately generate abstract statements about reading/learning, thus providing process comments while others had to practice longer in order to write this type of comment.

Key Points Entries made in student journals indicate not only that the students learn comprehending/study techniques, but they also grow in their metacognitive awareness of reading and learning. Without using the lexicon of reading, students can demonstrate an understanding of inconsiderate texts, uses of alternative strategies, organization of information, metacognitive monitoring, and the imporance of accepting personal responsibility for learning. Additionally, journal entries enhance instruction and, at the same time, provide a rich source of information about learning and learning to read.

Fulwiler, Toby. Journals Across the Disciplines. English Journal, Dec. 1980, Vol. 69, No.9, 14-19.

Theme "Journal writing works because everytime students write, they individualize instruction. The act of silent writing, even for five minutes, generates ideas, observations and emotions"(Fulwiler, 1980).

Key Points When journal writing is assigned as homework, it preps students for the next class discussion. Journals have proved to be remarkably flexible documents. They can be spot-checked, skimmed, read thoroughly, or not read at all, depending on the teacher's time interest and purpose. Journals exist somewhere on a continuum between diaries and class notebooks. Written in the first person, like class notebooks, the journal focuses on academic subjects the writer would like to learn more about. Journals may be focused narrowly, on the content of one discipline, or broadly, on the whole range of a person's experience.

Instructors should take time to look at student journals for two reasons. First, students who are new to journal writing may need guidance. Second, some students fail to see the value of an assignment which is not evaluated by the instructor.

Instructors should also write journals in class with their students. This provides a model for students and adds validity to journal writing.

Fulwiler, Toby E. Journal Writing Across the Curriculum. Paper presented at the Annunal Meeting of the Conference on College Composition and Communication. Eric Ed 161073, March 30, 1978, 1-19.

Theme Journal writing is an expressive form of writing that instructors in all curricula can use to help students increase writing fluency, facilitate learning, and promote cognitive growth.

Key Points Journals combine the positive aspects of diaries and class notebooks, focusing on academic subjects from a

personal point of view. Instructors can assign journal entries not only as homework, but also to begin or end a class.

Journal writing acts as a learning catalyst and as a clarifying activity, directing student attention toward a particular subject while providing writing practice and a permanent record to which students can refer when preparing for a test or writing a composition. Although instructors do not have to read student journals or comment about their content, positive comments and suggestions about the journal can serve to improve effective use of journals. Instructors can even keep their own journals, not only as an example for students to follow, but also as a means of constant self-evaluation.

Harris, Richard J. The Use of Student Journals in Teaching Psychology. Paper presented at the Annual Meeting of the Rockey Mountain Psychological Association. Eric Ed 206223, May 1981, 1-15.

Theme The practice provided by student journals can help sharpen a student's composing and editing skills; Psychology content may be better understood; students may better understand themselves; and instructor-student relationships may improve.

Key points Principles for instructor response to the journal include respond prolifically, affirm the student, reassure the student that she is normal, use questions rather than imperatives. Problems related to using journals in Psychology classes (Psycholinguistics, Psychology of Mass Communication, Information Processing, Problem-solving and Decision Making) include the large amount of time required to read the journals, the student

who cannot or will not think of very much to say, and the student who says too much (is seriously troubled and needs counseling or other professional help).

Hoffman, Steve. Learning Behavior in Focus: Student Journals in the Study Skills Classroom. Eric CS207111. 1982, 1-11.

Theme Journal writing in study skills courses gives students an opportunity for self study, reflection, and class discussion that can develop a self-awareness about the learning process.

Key Points Journal writing assignments bring together two traditional polarities of a study skills course: a concern with clarifying and improving students' attitudes toward their work and a desire to teach practical skills such as note-taking, using text, or preparing for and taking tests.

Hoffman, Steve. Using Student Journals to Teach Study Skills. Journal of Reading, Jan. 1983, Vol. 26, No.4, 343-347.

Theme Journals in study skills courses help students make connections between their private lives and the classroom.

Key Points Study Skills journals help students learn to address specific problems such as listening and paying attention. They also help students discover the causes of difficulty in study and learning.

Kay, Alan A. Student Journals and Literary Responses at the Community College Level. Report prepared at New York City Community College. Eric Ed 136265, 1977, 1-73.

Theme Journals in literature courses at the community college level encourage responsibility, close reading of texts, and attentiveness in class discussion.

Nicholl, James R. The In-class Journal, College Composition and Communication, Oct. 1979, Vol. 30, No. 3, 305-07.

Theme In-class journals, used in college Shakespeare courses, can involve students in a daily communication process.

Key Points In-class journals foster independent thinking and writing in Shakespear courses. The journal forces students to keep up with reading assignments, not just to participate in and comprehend class discussions. Evaluation of journal entries generate a large number of grades. Therefore, instructors are not forced to rely upon a limited number of grades when they assign a final mark for course work. Further, journals provide a personal record of study, thought, and writing style.

Pratt, Michael D. Writing Journals in Courses. College English, 1975, Vol. 37, No.4, 408-411.

Theme This article presents ideas designed to motivate instructors to use journals in college English courses.

Key Points When journals are used in college English courses they encourage students to prepare for class, help them discover that it is "somewhat less painful and very much more rewarding to write habitually and copiously than it is to write anxiously and all night" (Pratt, 1975). Journals can also promote friendship among students if instructors encourage the sharing of entries among members of the class.

Roth, Robin L. Learning About Gender Through Writing; Student Journals in the Undergraduate Classroom, Teaching Sociology, April 1985, Vol. 12, No.3, 325-338.

Theme Journals are "an excellent pedagogical tool in gender and sex-role courses"(Roth, 1985).

Key Points Journals provide students with a place to respond to the instructor, provide feedback on course or lecture material, or comment on assignments given. Journals serve as records of the progress of student's knowledge and ideas as the course develops. They also provide students with a place to critize readings and ideas encountered in a course.

Wilson, Dawn. From Cofidence to Competence: The Journal as Steppingstone. Paper presented at the Annual Meeting of the Conference on College Composition and Communication. Eric Ed 188223, March 13-15, 1980, 1-12.

Theme A journal based composition program provides needed writing practice while at the same time helping students become competent proficient writers.

Wood, Hugh B. Opening the Classroom Through the Use of Student Journals. Improving College and University Teaching, 1978, Vol. XXVI, No.1, 25-30.

Theme Student journals are a vehicle by which more traditionally oriented students shift to groups desiring more self-directing opportunities.

Key Points When providing feedback, "avoid judgments, preaching, censor or other comments that may "turn the student off", but remain as free as the student to express personal opinion. Avoid language so formal that its nature frightens or dominates the student" (Wood, 1978).